SYLLABUS

COURSE NAME
Classroom Management and Student Responsibility - EDIU 9247

COURSE DESCRIPTION
The art of developing and sustaining a responsible and self-managed classroom is a valued and common goal among educators. Most often teachers' models of classroom management and control are derived from their own school experiences, resulting in a sense of frustration and confusion when it becomes obvious that these older models no longer work.

This course is designed to help the teacher sort out the theories and practices of effective classroom management and student responsibility. Students of education and practicing teachers will be able to analyze these concepts in light of their own philosophy, teaching style, and personality. Participants will be able to develop effective strategies for handling real day-to-day situations and learn how to resolve and prevent discipline problems. Preparing an effective classroom management plan based upon one's own personality, grade level, and teaching style will be part of this course. Teaching the children self-control and responsibility begins with the teacher's classroom discipline plan.

PREREQUISITES: None

RESTRICTIONS: None

ESSENTIAL EQUIPMENT AND FACILITIES
A computer with reliable internet access and appropriate system and software to support the Blackboard learning platform. Typical technical requirements for Windows systems users are:

- Windows 2000 (XP or Vista or 7)
- 256 MB Ram
- 28.8 kbps modem (56k or higher recommended) or high-speed internet connection
- Sound Card & Speakers
- Internet Explorer latest version

Also requires Word 98 or newer, PowerPoint, Excel, and Adobe Acrobat Reader.

LEARNING OBJECTIVES
By the end of the course the student should be able to:

- Encourage teachers to examine their classroom management procedures which underscore the concept that there must be order for learning to take
- Assist participants in developing an effective discipline plan for classroom management issues
- Analyze the relevant and current research applicable to effective classroom management methods and techniques for today's educator

INSTRUCTIONAL STRATEGIES

Instructional strategies include reading, researching, reflection, and creating lesson plans.

The course syllabus is designed so that you can work independently within a given time period. You will have **three months** from the date you register to complete the coursework. If you have an emergency and need an extension, please email your instructor or program manager.

CLASS COMMUNICATION

Class Communication will take place using the Messages feature in Blackboard or the University of Massachusetts Global/Chapman email system. Emails from external accounts (GMail, Yahoo, AOL, etc) will not be used for course-specific communication.

RECOMMENDED TEXT:

Setting Limits in the Classroom, Third Edition by Robert J. Mackenzie and Lisa Stanzione (Three Rivers Press, 2010) ISBN-10: 0307591727 (400 pages)

OR

Classroom Management: Sound Theory and Effective Practice, Fourth Edition by Robert T. Tauber (Praeger Paperback, 2007) ISBN-10: 0275996700 (432 pages)

STUDENT PERFORMANCE REQUIREMENTS

This is a three-unit course, so you will be required to log a minimum of 15 hours of work for each unit for a total of 45 hours for the course. This course requires completion of five assignments. Each assignment will be explained in detail.

The table below details the Learning Objectives along with their corresponding Topics.

Assignment	Product
1. Professional Reading and Review Blog	Completed Professional Reading and Review Blog
2. Journal Reflection Paper	Completed Journal Paper
3. Classroom Discipline Plan	Completed Classroom Discipline Plan
4. Annotated Time Log	Completed Annotated Time Log Form
5. End of Course Reflection Paper	Completed Reflection Paper

Assignment #1: Professional Reading and Review

Your first assignment is the professional reading and review blog. Choose your textbook from one of the recommended books listed above. You may supplement your reading with books, professional journals, or internet articles related to effective research-based strategies for classroom management. Please read the steps below that walk you through the assignment.

1. Remember to track your time and put it in your annotated time log. Your time log will be uploaded in Assignment 4, and you may use the form attached below (and in Assignment 4) or create your own form with the same information.
2. Purchase, locate, borrow, or rent your reading materials. A suggested resource list is provided at the end of this syllabus if needed. For this course, read one or more books or other resources, totaling at least 300 pages.
3. You do not need to read an entire book or even read all of the required number of pages from one book or resource. You may choose certain applicable chapters from two or more books/resources.
4. Using the blog, post the following (in one blog post for each resource):
    a. The name of the book and the full reference (title, publisher, date, etc.)
    b. A brief overview of the content of the reading
    c. A discussion of how the readings informed or will inform your teaching experience
    d. An explanation of why you would or would not recommend the reading to a colleague
5. You may review other students' blog posts (if present) for ideas and add comments if you wish (optional). If you choose a book also selected by another student, be sure that your work is original and references how it supports or does not support your own work as an educator.
6. The time you spend reading and reflecting on your chosen book(s) will count as part of your logged time for this course. Please enter the time on the Annotated Time Log.
7. If you have any questions about whether your reading materials are appropriate, contact your instructor.

Assignment #2: Journal Reflection Paper

Based upon your studies and readings in Assignment #1, you are ready to complete your Journal Reflection Paper. Write a one page reflection paper on the readings answering the following questions:

- If you observed a class, how would you know effective discipline is being practiced?
- What would you observe? Explain.

At this point in the course, you may wish to observe and/or interview another teacher to obtain ideas about how he or she deals with classroom management. It might assist you in developing your own classroom discipline plan.

Assignment #3: Classroom Discipline Plan

- You are ready to begin writing your discipline plan. Use the readings from the textbook and/or your research to help you. The plan should consist of two or three pages and should address the following:
- Your grade level and/or content subject area
- Your philosophy, values, and core beliefs about discipline in an educational environment
- What you learned about classroom management
- Your goals for students in the areas of responsibility and respect
- How you visualize your classroom’s atmosphere
- What your student conduct/classroom rules would be
- What you would tell students on the first day of class about your expectations for classroom behavior
- A classroom “Code of Conduct” to post in your room

Assignment #4: Annotated Time Log

Assignment #4 is your annotated time log that you should have been using to document your time as you worked through the course.

1. Plan to submit your time on the form included here or a similar one of your own. Be sure to include the date, hours logged, activity, and a detailed reflection. The reflection should include your thoughts about each aspect of your work.
2. Total your time and be sure that you have logged at least 45 hours.

Assignment #5: End of Course Reflections

For Assignment #5, you will reflect on the course as a whole by responding to specific prompts. Reflect on the course by responding to the questions below. You are welcome to complete this assignment either in writing or via a Prezi, PowerPoint presentation, or video clip of you talking through your reflection or the use of other media approved by your instructor.

At a minimum, respond to the following questions:

1. Did I accomplish what I set out to accomplish?
2. What did I learn that was useful to me as an educator?
3. How did this learning change my thinking or practice?
4. What more would I like to learn about the subject?

METHODS OF EVALUATION FOR DETERMINING GRADES

Grades are determined on a straight-scale basis using the following scale:

Deliverable	Points
Assignment #1: Professional Reading and Review Blog	25
Assignment #2: Journal Reflection Paper	10
Assignment #3: Classroom Discipline Plan	30
Assignment #4: Annotated Time Log	30
Assignment #5: End of Course Reflection Paper	5
TOTAL	100

A	**94.0% and above**	**A-**	**90.0% - 93.9%**		
B+	**88.0% - 89.9%**	**B**	**83.0% - 87.9%**	**B-**	**80.0% - 82.9%**
C+	**78.0% - 79.9%**	**C**	**73.0% - 77.9%**	**C-**	**70.0% - 72.9%**
D+	**68.0% - 69.9%**	**D**	**63.0% - 67.9%**	**D-**	**60.0% - 62.9%**
F	**59.9% and below**				

SUBMITTING INDIVIDUAL AND TEAM ASSIGNMENTS

All assignments must be successfully uploaded from the Review and Complete Assignments link for the corresponding assignment. Assignments are not accepted via Email.

UNIVERSITY OF MASSACHUSETTS GLOBAL ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, University of Massachusetts Global has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. University of Massachusetts Global is committed to guaranteeing that students can expect all electronic

communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) always aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of University of Massachusetts Global .

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and documented draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: https://umassglobal.libguides.com/citations.
Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, University of Massachusetts Global emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the University of Massachusetts Global Catalog.

AMERICANS WITH DISABILITIES ACT STATEMENT

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the Campus Director or Advisor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the Director of a University of Massachusetts Global campus.

QUICK ACCESS TO THE ON-LINE UMASS GLOBAL LIBRARY RESOURCES

University of Massachusetts Global Library

ADDITIONAL RESOURCES

DeBruyn, Robert and Larson, Jack (2009). You Can Handle Them All, Second Edition. Master Teacher. ISBN- 10: 1589924169

This book is an encyclopedia of student misbehaviors offering answers that work. It describes, in details, 117 student misbehaviors along with reasons why the student is engaging in the misbehavior, and discusses how the misbehavior affects the teacher, other students, and the learning environment in general.

Denton, Paula and Kriete, Roxann (2015). The First Six Weeks of School, Second Edition. Center for Responsive Schools, Inc. ISBN-10: 1892989816

Learn how to structure the first six weeks of school to lay the groundwork for a productive year of learning. Discover how taking the time to build a solid foundation in the early weeks of school can pay off all year long in increased student motivation, cooperation, responsibility, and self-control.

Fay, Jim and Fay, Charles (2016). Teaching with Love and Logic: Taking Control of the Classroom, Second Edition. Love & Logic. ISBN-10: 1942105231

The exercises and tips contained in this book will help teachers in grades K-12 orient students toward being internalized in their discipline rather than depending upon external controls--resulting in easier classroom management and more quality teaching time. Learn how to effectively manage your classroom through shared control, choices within limits, and the importance of relationships.

Jones, Fredric H., et al (2007). Fred Jones Tools for Teaching: Discipline, Instruction, Motivation, Second Edition. Fredric H. Jones & Associates. ISBN-10: 0965026329

Tools for Teaching integrates the management of discipline, instruction, and motivation into a system that allows you to reduce the stress of teaching by preventing most management headaches. Dr. Jones helps you reduce student disruptions, backtalk, helpless hand raising, and dawdling while helping you increase responsible behavior, motivation, and independent learning.

Marzano, Robert J. (2008) Classroom Management That Works: Research-Based Strategies for Every Teacher. Pearson. ISBN-10: 0871207931

Marzano analyzes research from more than 100 studies on classroom management and then applies these findings to a series of specific strategies that educators can use to get the classroom management effort off to a good start, establish effective rules and procedures, implement appropriate disciplinary interventions, foster productive student-teacher relationships, help students contribute to a positive learning environment, and activate schoolwide measures for effective classroom management.

Mendler, Allen N. and Curwin, Richard L. (1999). Discipline with Dignity for Challenging Youth. Solution Tree. ISBN-10: 1934009253

Create positive change in your most challenging students with the help of practical strategies found in this resource. Learn the five fundamental principles and seven goals that are the foundation of all effective discipline strategies. The authors share proven practices for classroom discipline, reveal reasons why students misbehave, and offer 21 effective drug-free ways to help students with ADHD.

Nelson, Jane, Lott, Lynn, and Glenn, Stephen (2013). Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom, Fourth Edition. Harmony. ISBN-10: 0770436579

In today's classroom, where teachers must compete with digital distractions for their students' attention while trying to satisfy increasingly demanding academic standards, it is more important than ever that educators be able to combat apathy, instill vital problem-solving skills, and create a climate that maximizes learning. Discover how to use time-tested positive discipline strategies as a foundation for fostering cooperation, problem-solving skills, and mutual respect in children.

Rubinstein Gary (2010). Reluctant Disciplinarian: Advice on Classroom Management from a Softy who Became (Eventually) a Successful Teacher, Second Edition. Prufrock Press. ISBN-10: 9781936162154

As Rubinstein details his transformation from incompetent to successful teacher, he shows what works and what doesn't work when managing a classroom. Any teacher--experienced or not--will enjoy this honest and humorous look at the real world of teaching and will come away with some very helpful ideas for classroom management.

Sprick, Randy (2009). CHAMPS: A Proactive and Positive Approach to Classroom Management, Second Edition. Pacific Northwest Publishing, Inc. ISBN-10: 1599090309

This book assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly. CHAMPS strategies are easy to implement and will reduce classroom disruptions and office referrals, improve classroom climate, increase student on-task behavior, and establish respectful and civil interactions.

Wong, Harry K. and Rosemary T. (2018). The First Days of School: How to Be an Effective Teacher, Fifth Edition. Harry K. Wong Publications. ISBN-10: 0976423383

The First Days of School walks a teacher, either novice or veteran, through structuring and organizing a classroom for success that can be applied at any time of the year at any grade level, pre-K through college. It will bring you instant results so that you can become an even more effective teacher.